

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbreear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Lacey Campbell Block #: 1
2. For what project did you make your digital story? Reflection
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? The three essential questions from Dr. Grace's class.
4. What type of story are you telling? Fairy Tale
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
http://www.readwritethink.org/lesson_images/lesson42/RWT027-4.pdf
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
A blog post of any sort would have definitely worked to answer the three questions.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) Doing the movie was a great project for the group because we all got to answer the questions at hand while still getting to enjoy being in character. However, organizing a group of people and having them remain focused can pose a real challenge, and then having to edit the video in a group also posed challenges; it has really been a lot of work.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<p><i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. (Copy and paste the element and its description/explanation from the source Web site.)</p>	<p><i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i></p>	<p><i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i></p>
<p>Do NOT need to include fairies</p>	<p>There is no part of our story that includes fairies specifically, though we do include fairy godmothers, which are on an entirely different level.</p>	<p>We needed to have the fairy godmothers (but not regular fairies) in order for our characters to have a motivation to accomplish their task— teach the new and upcoming practicum class what the fairy god mothers would have taught them (which is the entirety of the content.)</p>
<p>Include fantasy, supernatural or make -believe aspects. (and) Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.</p>	<p>Each and every one of our characters come from make-believe worlds of their own, which is both evident and important in their personalities.</p>	<p>In order to provide examples to answer each of the three essential questions, we needed to delve deeply into our characters backstories (or create them entirely) in their former worlds.</p>
<p>Typically incorporate clearly defined good characters and evil characters.</p>	<p>This story most certainly has a clearly defined evil character that steals our fairy god mothers. Everyone else, who is working to save them, are good characters.</p>	<p>The kidnapping provided the motivation for the characters to demonstrate their knowledge of the content in the form of discussion.</p>

May include objects, people , or events in threes.	Not only are there three questions/topics being addressed, but also there are multiple instances where there are groups of people in threes.	Breaking people in to smaller groups to answer the three questions not only drives home the content as it's stated in several different ways, but also breaks it up so it is easier to take in.
Focus the plot on a problem or conflict that needs to be solved.	The plot of this story revolves around learning and demonstrating knowledge of three essential questions in order to save our fairy god mothers.	The kidnapping works as the main motivation for the characters to learn and explain the content.
Often have happy endings, based on the resolution of the conflict or problem.	The content is learned and the fairy god mothers are returned safely.	The happy ending was needed here, otherwise the characters wouldn't have to learn or display knowledge of the content at all.